

District Evaluations

Pursuant to Arizona law [ARS 15-241(DD)] the Arizona Department of Education has developed and published performance evaluations of districts and charter holders. This document describes components of the evaluation.

Overview

The district evaluations are composed of the elements listed below specified by law. The evaluation ranks districts and charter holders on a point scale that ranges from zero to 220. The scale is not divided into performance categories that identify schools as “underperforming,” “performing,” etc.

- 1. Measures of Academic Progress.** This is a value-added or growth analysis that looks at individual student improvement over time. The measures included in the evaluation examine student growth from grades three through eight, and from grade eight to high school. The points a district may earn from this component are **100**.
- 2. Pupil Assessment Data.** This measure looks at the percentage of students passing the AIMS exam. The points a district may earn from this component are **100**.
- 3. Attendance and Graduation Rates.** Districts/charter holders that award high school diplomas are evaluated based on their graduation rate. Entities that do not award diplomas (e.g. elementary districts) are evaluated based on their attendance rate. A district/charter holder may earn up to **5** points from this component.
- 4. The percentage of parents that consider the quality of their child's education as excellent.** This measure is based on the results of parent satisfaction surveys administered by districts/charter holders. A district/charter holder may earn up to **15** points from this component.

Measure of Academic Progress

The measure of academic progress (MAP) is used for evaluating district/charter holder performance is calculated using a method of value-added analysis known as quantile regression. Like other methods of value-added analysis, quantile regression compares as student's performance on AIMS to that of similar students. The results are expressed as percentile ranks.

The analysis groups students based on previous year's performance on AIMS (measured by scale scores) and mobility (if the student was enrolled in the district for the full academic year). The table below provides an example for 4th grade math.

Score on 3 rd Grade Math Test	Full Academic Year	Score on 4 th Grade Math Test	Percentile Rank
411	Yes	447	45 th
411	Yes	450	50 th
411	Yes	523	98 th

The table shows the scores for three different students. All scored 411 (approaches) on the 3rd grade math test in 2008. All were enrolled for the full academic year.

- The first student scored 447 (approaches) on the 4th grade math test in 2008. This is better than 45 percent of the students who both scored 411 in the previous year and were present the full academic year.
- The second student scored 450 (meets) on the 4th grade math test in 2008. This is better than 50 percent of the students who both scored 411 in the previous year and were present the full academic year.
- The third student scored 523 (exceeds) on the 4th grade math test in 2008. This is better than 98 percent of the students who both scored 411 in the previous year and were present the full academic year.

The aggregate score for a district\charter holder was calculated by taking the median percentile rank over all students for both reading and mathematics. The district\charter holder was awarded points equal to the median percentile rank.

Pupil Assessment Data.

For this component, the percentage of students passing AIMS was calculated over all grades for reading, writing, and mathematics. The district\charter holder was awarded points equal to the percentage of students passing AIMS. AIMS-A results are included in the evaluation.

Attendance and Graduation Rates.

Districts\charter holders who grant diplomas earn five points if their five-year graduate rate is greater than 71 percent, or if their five-year graduation rate has grown by 1 percentage point from the previous year.

Districts/charter holders that do not grant diplomas earn five points if their attendance rate is 90 percent, or if their attendance rate has grown by 1 percentage point from the previous year. The attendance rate used is the same attendance rate, based on 100-day average daily attendance and average daily membership used for the adequate yearly progress (AYP) evaluations for districts/charter holders. Please refer to the AYP technical manual for details.

Parental Satisfaction.

For this part of the evaluation, districts/charter holders were asked to administer the following question to the parents of their students:

The quality of my child's education at his/her school is:

Excellent	Good	Fair	Poor
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Alternatively, districts/charter holders were allowed to submit the results of a similar question on a survey that they already give to their parents.

Districts/charter holders were awarded points based on the following formula:

$$\text{Points Awarded} = 15 \times (\text{Percent of answers indicating excellent}).$$

For example, if 20 percent of parents answered that they considered their child's education excellent, the district would receive $15 \times .20 = 3$ points.